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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | Play YouTube video of performance poetry: Tupac Shakur’s “The Rose that Grew from Concrete” |
| **5** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  Brief discussion of message/theme of poem. Why is this poetry? Identify the elements. How would you experience this differently if in traditional print medium.  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Performance poetry |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | We have been exploring alternative writing spaces. As we have just seen, print format is easily expanded to add depth and breadth to authorial intent and meaning making. Today, we will write poetry. First, let’s come up with our own definition  of poetry. Brainstorm activity. |
| 5 | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Our definition suggests that poems are personal expressions written to evoke emotion. There are some formal elements that characterize the work including rhyme scheme, but poems do not have to rhyme. |
| **10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Here are some examples of poetry in the traditional sense. Teacher will use well-known examples (Poe, Wordsworth, etc.) Teacher will present some nontraditional poetry including some original ones. |
| **10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Students will write poetry to present to whole class. Students are advised not to share sensitive or overly personal information. Students should be mindful of alternative methods of presentation: (music, graphics, videos, etc.) |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Student volunteers will share their poetry with whole class and entertain questions of meaning, etc. Poems will be used in exhibition section of game created last week on Rm 314. |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to whole class difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |